



UNIVERSITY OF MAINE AT FARMINGTON  
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

**Teacher's Name:** Michael Diffin **Lesson #:** 1 **Facet:** Empathy

**Grade Level:** 9-Diploma **Numbers of Days:** 3

**Topic:** WWII

**PART I:**

**Objectives**

Students will understand that WWII affected Communities in the world.

Students will know Hitler, Truman, Roosevelt, Mussolini, Hirohito, Churchill, Chiang Kai-Shek, Stalin, allies, axis, the big three, and Nazi

Students will be able to relate themselves to communities around the world with their own or to themselves.

**Product:** Blogger

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

Maine Learning Results

Content Area: Social Studies

Standard: E. History

Standard: E1 historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-diploma WWII and Post-war United States 1939-1961

Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.

Performance Indicators: B,C,D

**Rationale:** The students will meet this standard because as they will gain some major enduring themes through the study of changing communities. They will also be gaining historic influences in the United States and the world because of the acquisition of the basic and major influences in World War II for not only the United States but all countries involved.

**Assessments**

**Pre-Assessment:**

I would use a fold over diagram with the major vocab to cross what they think certain words mean against what the proper definition is.

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

The students will take bubble wrap and put the terms and necessary information that they will need to learn in the course of the unit and throughout they will pop the bubbles when they have learned them(pop-it), for this specific lesson they will use quick writes to write down at the end of their lesson their understandings of the information gathered during the class.

### **Section II – timely feedback for products (self, peer, teacher)**

The students will have a checklist that they will need to complete in tandem with the pop it in order to display that they have gained all of the information necessary to do the blog on blogger as well as work towards the final project. The checklist may also be a good addition to the students portfolio. The feedback to the student from the assignment will be a teacher done checklist that they will receive after the project.

### **Summative (Assessment of Learning):**

Blog: Students will blog about how they can relate to the people in the communities and towns during WWII. This will be individualized to each lesson and the exact task will be assigned after each lesson. 200 points

### **Integration**

**Technology:** I will be integrating technology into this through the use of the blogger. The blogger will be used to facilitate the lesson and provide them with the technology information to post their ideas online.

### **Content Areas:**

English: This lesson will contain writing in the blogger, the quick writes, and the pop it. All three of these parts to the lesson will encompass writing skills to facilitate learning and the communication of ideas. They will be using basic grammar and mechanical knowledge to forward their ideas.

### **Groupings**

#### **Section I - Graphic Organizer & Cooperative Learning used during instruction**

The graphic organizer that I chose was the step by step organizer as it is a good outline tool to find these specific topics and find details about them. The cooperative learning that I have chosen is the think, ink, pair, share model as it should allow them to find the information and then get together to compare information and have access to things that they may not have found on their own. They will be in groups of two and split up by counting off.

#### **Section II – Groups and Roles for Product**

The students will create a blogger, this will be continuous, where they will post about the major communities discussed during the lessons and how they can relate themselves to the community or how their community relates to that community. The students will work with one other student reading their blogs to check for the other students understanding.

### **Differentiated Instruction**

## **MI Strategies**

**Verbal:** I will be using quick writes to have them communicate their understandings after the lesson. I will also be using the blogger for writing down how their community is similar to the ones of World War II

**Logic:** The step by step chart is very logical as it is a step by step process as to how things change as a result of other things.

**Visual:** I will be using political cartoons at the beginning of this lesson to introduce the people and start to ease them into the next lesson about political processes.

**Musical:** The war affected the entire music industry, how did the war change the music? How did the music of World War II affect people and the communities? How would this be compared to today?

**Kinesthetic:** The pop it will be hung on the wall and when they have learned one of the subjects on the pop it they will go over pop it off and then write a short blurb on a sticky note as to what they learned about it and put it in their individual box.

**Intrapersonal:** The pop it will be worked on as an individual project for each student to accomplish on their own.

**Interpersonal:** My whole lesson is based around how the students can relate themselves to other people and communities.

**Naturalist:** As it is the beginning of the war, I will show the students maps based on the state of the world at the beginning of the war and at the beginning of US involvement in the war.

## **Modifications/Accommodations**

*From IEP's ( Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

### **Plan for accommodating absent students:**

To accommodate for absent students all class notes and assignments will be posted on the class wiki they will also be expected to contact me through email or get the assignments from their work group. There will also be several short videos posted to the blog about the subjects covered in class the day they missed.

## **Extensions**

### **Type II technology:**

I will be integrating technology into this through the use of the blogger. The blogger will be used to facilitate the lesson and provide them with the technology information to post their ideas online. This is a type II because it will allow the students to create and share work online.

### **Gifted Students:**

There are many names in this lesson that will be used as a base for the rest of the lesson, for the gifted students a list of the terms will also include the titles of the people so that they can begin to understand the differences in the types of ruling powers.

**Materials, Resources and Technology**

*Laptops, projector, markers, graphic organizer, checklist, bubble wrap, boxes, sticky notes, index cards*

**Source for Lesson Plan and Research**

<http://www.whitehouse.gov/about/presidents/franklindroosevelt>

About FDR

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/hitler.html>

About Hitler

[http://www.bbc.co.uk/history/historic\\_figures/stalin\\_joseph.shtml](http://www.bbc.co.uk/history/historic_figures/stalin_joseph.shtml)

About Joseph Stalin

[http://www.bbc.co.uk/history/historic\\_figures/mussolini\\_benito.shtml](http://www.bbc.co.uk/history/historic_figures/mussolini_benito.shtml)

About Mussolini

[http://www.bbc.co.uk/history/people/winston\\_churchill](http://www.bbc.co.uk/history/people/winston_churchill)

About Winston Churchill

[http://www.bbc.co.uk/history/historic\\_figures/chiang\\_kaishek.shtml](http://www.bbc.co.uk/history/historic_figures/chiang_kaishek.shtml)

About Chiang Kai Shek

<http://www.whitehouse.gov/about/presidents/harrystruman>

About Harry Truman

<http://www.britannica.com/EBchecked/topic/46315/Axis-Powers>

About Axis powers

<http://www.britannica.com/EBchecked/topic/16380/Allied-Powers>

About Allied Powers

<http://www.merriam-webster.com/dictionary/nazi>

Definition of a Nazi

[http://www.paperlessarchives.com/wwii\\_clifford\\_berryman\\_cartoon.html](http://www.paperlessarchives.com/wwii_clifford_berryman_cartoon.html)

Political cartoons

<http://www.eduplace.com/graphicorganizer/>

Graphic organizers for the lesson

**PART II:**

**Teaching and Learning Sequence** (Describe the teaching and learning process using all of

**the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Room Arrangement: Groups of desks paired in sets of fours.

**Day One:** Introduction to key terms and figures 80 minutes

- Hook: look at the political cartoons handouts, the difference between the ones put out about allies and the ones put out about the axis (5 minutes)
- Pre-assessment: The students will have a hand out, on this handout there will be a list of the vocab, this will be a matching exercise that has the list of vocab and the list of definitions these will be the things that they will need to know by the end of the unit. just give them 15 minutes and tell them to get as many done as they can, there are no penalties for this. (15 minutes)
- Go over Pre-assessment: We will, after completion of the pre-assessment, go over all the words with the correct answer just to see that they will need to work on learning. (15 minutes)
- Pop-it: the students will take the answers that they need to learn off of this hand out and make a pop-it. They will write out each of the terms without the definitions and stick it to the bubble wrap. (20 minutes)
- Instructional period: Hand out graphic organizer. Here is where we will go over all of the definitions in the content notes for lesson one. (25 minutes)
- Assignment: Graphic organizer: This will be a step by step chart it will already have the terms in the steps and after them they will have to include a few sentences about each of these people, they can use books or the internet but they must include where they got their information. (Assignment)

Day Two: 80 minutes

- Check graphic organizers and go over terms they should have covered. (15 minutes)
- Have the students check their pop-its (5 minutes)
- We will then look at maps from the beginning of the war and see where the country lines shifted before the united states intervention. (25 Minutes)
- I will have a hat full of countries and have the students pick them out of the hats. (5 minutes)
- The students will look at the countries in the context of today and of world war II. they will take notes on those countries and see what the connection that they see between what we know today, here, and what was happening then in their country: poverty, war, violence, etc. (30 minutes)

Day Three: 80 minutes

- This day will start by looking at music, we will be examining the effects on music and how it changed. The war affected the entire music industry, how did the war change the music? How did the music of World War II affect people and the communities? How

would this be compared to today? (30 minutes)

- We will then proceed to blogger.com and the students will set up a blogger. (25 minutes)
- Once the blogger is set up the checklist will be passed out that will tell the students what they are supposed to complete in this blog entry. (10 Minutes)
- The students will begin to write the connection piece between themselves and the country that they chose, they will work with a partner next . (15 minutes, assignment)

Students will understand that WWII affected Communities in the world. This has real life implications as it is important to know the relation between the students current community and the world community and how they have changed to see the direction we are heading. , *Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.* The students will be shown political cartoons in this lesson, it will be good to get them introduced to the key players of the war but it will tie this lesson into the next one about political processes.

**Where, Why, What, Hook Tailors: visual, intrapersonal**

Students will know Hitler, Truman, Roosevelt, Mussolini, Hirohito, Churchill, Chiang Kai-Shek, Stalin, allies, axis, the big three, Nazi ,**see content notes**. The graphic organizer that I chose was the step by step organizer as it is a good outline tool to find these specific topics and find details about them. The cooperative learning that I have chosen is the think, ink, pair, share model as it should allow them to find the information and then get together to compare information and have access to things that they may not have found on their own. The students will take bubble wrap and put the terms and necessary information that they will need to learn in the course of the unit and throughout they will pop the bubbles when they have learned them(pop-it), for this specific lesson they will use quick writes to write down at the end of their lesson their understandings of the information gathered during the class.

**Equip, Explore, Rethink, Tailors: logical, linguistic, interpersonal, intrapersonal**

The graphic organizer that I chose was the step by step organizer as it is a good outline tool to find these specific topics and find details about them. The cooperative learning that I have chosen is the think, ink, pair, share model as it should allow them to find the information and then get together to compare information and have access to things that they may not have found on their own. The students will create a blogger, this will be continuous, where they will post about the major communities discussed during the lessons and how they can relate themselves to the community or how their community relates to that community. The students will take bubble wrap and put the terms and necessary information that they will need to learn in the course of the unit and throughout they will pop the bubbles when they have learned them(pop-it), for this specific lesson they will use quick writes to write down at the end of their lesson their understandings of the information gathered during the class. The students will have a checklist that they will need to complete in tandem with the pop it in order to display that they have gained all of the information necessary to do the blog on blogger as well as work towards the final project. The checklist may also be a good addition to the students portfolio. The feedback to the student from the assignment will be a teacher done checklist that they will receive after the project.

### **Explore, Experience, Rethink, Revise, Number of Days: 3 (Organize)**

Students will self assess through the checklist that will be assigned as the grading process as to how well they think they did on each part, this will be due when the product is due. For the blogger I will read each one and give them comments on them. This connects to the lessons to come because the students should always be thinking about how they relate to other people and cultures.

**Evaluate. Tailors: Interpersonal, Interpersonal, verbal,**

#### **Content Notes**

Students will know.....

The first day of the lesson will be heavily influenced by vocabulary as they will be introduced to the major players in WWII. They will get an overview of all of the vocabulary terms to follow. Once the vocab words have been gone over they will make their pop-its. The pop-its are a unit long learning tool that will give them a list of all the terms in the unit that they will have to learn and know after the unit is done. When they learn a term they should go and pop the bubble that has that term on it and write a few sentences about it and put it in their individual box. They will then start on the step by step organizer, they will take the information they learned about the people and put them in a step by step what happened to start the war.

After they have the pop-it's set up the students will go onto their laptops and begin setting up a blogger, this will be a step by step process in the assumption that they have never used blogger before. Once the blogger has been set up the topic that they will be writing about will be discussed. They will do a writing for homework that will be work in tandem with the think-ink-pair-shair where they will write about the relation between two of the countries discussed and post it on their blog. Once students have a basic understanding of these topics we will get into world communities. We will discuss the students role in their community. Are they active members? What would have their role been in Germany during WWII? Italy? Russia? China? A ghetto?

#### **Roosevelt**

elected president in 1932, and fought for neutrality from the war in Europe but at the same time instituted the "good neighbor" policy which said that attacks against the Americas was an attack against America. President during the attack of pearl harbor and plunged the united states into war. He died just before V-E day and Truman became president. He was elected president four times.

#### **Hitler**

Hitler became chairman of the NSDAP in 1921, this was also implementation of the term fuhrer for him. Hitler was strongly against the Jews from his early years in the NSDAP. In 1923 he marched with the three thousand members into Munich and was arrested. In prison he wrote the book mein kampff which led his movement against the Jews as well as many others. He was allowed to speak in public again in 1925 and the Nazi ban was lifted. He was elected in 1933 and by 1934 became the undisputed dictator of the Reich. He became a great success with economics

and making Germany into a world empire. In 1935 he abandoned the treaty of Versailles, the final treaty of world war I which limited most of what Germany could do including extravagant armament. He built up a large army and invaded Poland in 1939 to begin the war in Europe. He was ruler of Europe until 1945 at the end of the war.

### Stalin

The Bolsheviks rose to power without him but later in their years of power he rose to the top. The Bolsheviks were the party that led the soviet union from 1917 it was re-named the communist party of the soviet union. Stalin was named leader of the communist party in 1922. The soviet forces and Stalin's involvement was a necessary part in reducing the German army. He held the position of general secretary until 1953 upon his death.

### Mussolini

Leader of Italy from 1922-1943, leader of the blackshirts/Italian fascists. He was elected as he was the only "capable leader" and in 1925 removed the democracy and made himself the dictator or "IL Duce." he invaded Ethiopia, joined the Hitler regime, and implemented the anti-Jewish laws.

### Churchill

he held many positions prior to becoming prime minister in 1940 which made him the leader of the UK throughout the war when he lost re-election of the UK in 1945.

### Chiang kai-shek

leader of the KMT(Kuomintang) in 1925 and the leader of china in 1928 with the suppression of the communist party. He led the country through the Japanese invasion and was repelled to Taiwan in 1946 with the civil war between the communists and the KMT.

### Truman.

The president of the united states after Roosevelt and the final decision holder on the deployment of the nuclear bomb.

### Axis powers

the powers in world war two considered the enemies of the united states, i.e. the Germans, Italians, and Japanese. It became official in 1940 as a result of the Tripartite act which was an agreement between the three countries where they would become allies.

### Allied Powers

great Britain, France, soviet union, united states, and china as well as all war time members of the united nations.

### Nazi

Member of the fascist party controlling Germany during Hitlers rule.

Holocaust

### **Handouts**

*graphic organizer, checklist, countries*

## **Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

### **Learning Styles**

#### ***Clipboard:***

The students will be working individually to complete a graphic organizer to complete their ideas and thoughts.

#### ***Microscope:***

These students will be able to critically analyze cultures and relate them to their own.

#### ***Puppy:***

These students will be able to work in groups after the first blog entry is done.

#### ***Beach Ball:***

These students will be able to run with their comparison of the multiple countries.

#### ***Rationale:***

This lesson requires the students to think about how they relate to other people around the world and how they can relate to people within their communities.

***Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

### **Formative (Assessment for Learning)**

#### **Section I – checking for understanding during instruction**

The students will take bubble wrap and put the terms and necessary information that they will need to learn in the course of the unit and throughout they will pop the bubbles when they have learned them(pop-it), for this specific lesson they will use quick writes to write down at the end of their lesson their understandings of the information gathered during the class.

#### **Section II – timely feedback for products (self, peer, teacher)**

The students will have a checklist that they will need to complete in tandem with the pop it in order to display that they have gained all of the information necessary to do the blog on blogger as well as work towards the final project. The checklist may also be a good addition to the students portfolio. The feedback to the student from the assignment will be a teacher done

checklist that they will receive after the project.

**Summative (Assessment of Learning):**

Blog: Students will blog about how they can relate to the people in the communities and towns during WWII. This will be individualized to each lesson and the exact task will be assigned after each lesson. 200 points

***Rationale:***

The blogger will be a unit long project that will have the students reflect on the knowledge and compare it to their lives. They will be expected to relate the knowledge from the unit to their current world standing. They will be relating the information that they find through the whole unit to themselves and their community to see the connection between now, then, there, and here.

***Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***

(see Content Notes)

***MLR or CCSS:***

Maine Learning Results

Content Area: Social Studies

Standard: E. History

Standard: E1 historical knowledge, concepts, themes, and patterns

Grade Level Span: Grade 9-diploma WWII and Post-war United States 1939-1961

Students understand major eras, major enduring themes, and historic influences in the United States and world history including the roots of democratic philosophy, ideals and institutions in the world.

Performance Indicators: B,C,D

***Facet:*** Relate to community members after WWII.

***Rationale:***

The students, in this lesson, will learn many enduring themes that would remain true for many years after the war and would create many historic influences and the beginnings of some of the many world institutions that resulted.

***Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

### ***MI Strategies:***

**Verbal:** I will be using quick writes to have them communicate their understandings after the lesson. I will also be using the blogger for writing down how their community is similar to the ones of World War II

**Logic:** The step by step chart is very logical as it is a step by step process as to how things change as a result of other things.

**Visual:** I will be using political cartoons at the beginning of this lesson to introduce the people and start to ease them into the next lesson about political processes.

**Musical:** The war affected the entire music industry, how did the war change the music? How did the music of World War II affect people and the communities? How would this be compared to today?

**Kinesthetic:** The pop it will be hung on the wall and when they have learned one of the subjects on the pop it they will go over pop it off and then write a short blurb on a sticky note as to what they learned about it and put it in their individual box.

**Intrapersonal:** The pop it will be worked on as an individual project for each student to accomplish on their own.

**Interpersonal:** My whole lesson is based around how the students can relate themselves to other people and communities.

**Naturalist:** As it is the beginning of the war, I will show the students maps based on the state of the world at the beginning of the war and at the beginning of US involvement in the war.

***Type II Technology:*** Blogger.com

### ***Rationale:***

All of the multiple intelligence's in this base unit should be able to be accessed through the tailors. Every multiple intelligence should be able to be hit at some point in the lesson through the multiple forms of work and how they are assessed.

### **NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

### ***Rationale:***

Students will have to think critically in order to find the connection that exists between the two cultures and to make the connections in the step-by-step diagram. they will also be making many

real world connections directly related to themselves. They will be using blogger to read each others blogs and give feedback for the improvement of the student. They will also be working in groups and face to face through the blogger.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:***

The students will be tasked with making connections to themselves and their communities. This should facilitate their learning as they should be interested in their community and environment as they can make real life connections to themselves and the people around them. All learning styles are adapted in this lesson as well as multiple outlets for the students to assess themselves or others. The blogger will allow for an easy way for the students to not only show the fact that they have gained the necessary knowledge but they can also do it in the style that best fits them.